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ABSTRACT

To determine what is meant by and what was desired in a graduate program of higher education, 275 questionnaires were sent to faculty members teaching courses in higher education at different types of institutions. Questions involved: (1) the areas of study that could be included in the field of higher education; (2) program elements that were or were not considered essential to the field; (3) emphasis of study in terms of two or four year colleges or both; (4) degree preference in the doctoral program; (5) the kind of professions for which persons could be prepared in a higher education program; (6) the discipline or area in which the program should be centered; (7) the sources that should be most influential in planning the development of higher education; (8) and preferred degree level of a higher education program; (9) the nature of a doctoral dissertation; (10) attitudes concerning whether there is a specific body of knowledge identified with higher education as a field of study; and (11) preference for a "scholarly" or "training" approach in the doctoral program. This report summarizes the findings and analyses the opinions expressed in 141 replies. The questionnaire, a list of the respondents, and tables are included. (AF)

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SURVEY OF REQUIREMENTS FOR A DOCTORAL PROGRAM IN THE FIELD OF HIGHER EDUCATION

Syracuse University

May 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

The status of higher education as a field of graduate study is nebulous. While it appears that the field is growing in various ways, it also appears that this growth is mainly spontaneous and, too often, without direction. Higher education still means many things to many people. For example, some would have this field include student personnel work. Many would not. Some would develop professional training at the master's level. Most would not. Also open to conjecture is the relative importance of college teaching and research in a graduate program of higher education.

It is legitimate to inquire about such programs insofar as some appear to emphasize a "scholarly" nature while others emphasize a "training" or apprenticeship approach to various degrees. Indeed, it is legitimate to ask if a specific body of knowledge exists such that it is able to be identified with higher education as a field of study.

Historical and developmental aspects of higher education as a field of study are slowly becoming available. Judging from some previous research, it seems apparent that we have yet to determine what constitutes a "program" in higher

education.[1] It is not yet reasonably certain what criteria should be employed to develop, implement, and evaluate such graduate programs. Data based on university catalogs, bulletins, and brochures is highly conjectural and often misleading. Opinions sought from those who are currently involved in various aspects of higher education including administration, teaching, research, counseling, and so forth are useful within inherent limitations.

Most professionals who prepare others for various positions in higher education administration, supervision, and organization, etc. have not received such preparation themselves. There have always been many doors by which one could enter the profession of higher education (and it is assumed here that such a profession exists). It is useful to investigate the kinds of preparation that are considered essential for the person who chooses to enter a field of higher education by choice rather than some secondary happenstance. It is not uncommon to find more and more young persons setting their professional goals along these lines even when they are engaged in the earlier process of obtaining a baccalaureate.

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[1]See James F. Rogers, Higher Education As A Field of Study at the Doctoral Level (Washington: AAHE, 1969).

What factors influence the development of a graduate program in higher education? To whom do we turn for assistance when we seek to determine what such programs are all about? What do we mean when we speak of graduate study in higher education? To what extent are higher education programs developing some degree of commonality in purpose, method, and mission? Is the field of higher education destined to be bogged down in philosophical rhetoric? These and other questions are considered valid and as such constitute the basis for this study.

ABOUT THIS STUDY

This project was developed to survey a select target audience from within the broad field of higher education. It was decided not to make use of such documents as catalogs, brochures, journals, and other assorted literature since these are often quite vague and indeed different from the reality that they purport to represent.[2] Also, such literature tends to be temporal insofar as it is constantly revised and rewritten to reflect changes in programs. On the other hand, some of this literature hardly ever changes.

It was also decided that this study would attempt to formulate concepts of what "ought to be" rather than "what is." Consequently, the questionnaire was designed to elicit responses that might be used to formulate an original doctoral program design in higher education. Nonetheless, the current status of such programs can be inferred from the data.

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[2]For a study that makes use of three sources for data (library research in professional journals and books and in unpublished dissertations; detailed study of catalogs, bulletins, and brochures; and the processing and analysis of 91 questionnaires) see John C. Ewing and W. Hugh Stickler, "Progress in the Development of Higher Education as a Field of Professional Graduate Study and Research," Journal of Teacher Education, 15:397-403, December 1964.

From a list[3] of approximately 600 faculty members teaching courses in higher education, 275 names were selected to include representation from the following: men, women; two-year and four-year colleges and universities; public, private, and state institutions, state departments of education and research associations; professors of higher education (all ranks); administrators, including deans, vice-presidents, presidents, and student personnel workers; and chairmen of higher education departments, among others. A national geographic distribution is successfully represented.

The target audience was specially selected to add curricular validity to this study. However, since the "content" of higher education programs varies greatly, the questionnaire items were made general to the extent that they had to be inclusive yet consistent with our current knowledge of variables and predispositions which have the potential of determining necessary program elements in this field.

Approximately 275 questionnaires were mailed on April 8, 1970 and by May 1, 1970, the cut off date for this study,

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[3]American Association For Higher Education, List of Faculty Members Teaching Courses in Higher Education, (Washington), October, 1969.

160 were returned. Of these, 141 were able to be used in calculating data. Correspondence was printed upon "Civil Engineering" stationery for two reasons: (1) To expedite the mailing of questionnaires, and (2) To encourage a greater number of respondents. Judging from various comments, the method was successful.

SUMMARY AND CONCLUSIONS

In responding to the questionnaire, 112 persons (or 86.1%) indicated that they consider the field of higher education to be inclusive of "administration, student personnel work, research, and college teaching." (Table 1). However, upon further analysis of Table 2 (Program Elements), it becomes apparent that several areas of student personnel work, such as admissions, residence, and financial aid, are given less than adequate support both in questionnaire response and the weight-factor (1-10) that is applicable.

A clear majority (97%) would like programs in higher education to include the study of both two-year and four-year institutions. (Table 3). Little interest was noticed that would favor separate or distinct programs in these two domains.

When asked if a specific body of knowledge is able to be identified with higher education as a field of study, 79% responded affirmatively, but with many reservations. (Table 10). Some of these conditional responses are discussed later.

A further analysis revealed that 65% of the respondents would prefer higher education programs to be offered at the doctoral level. (Table 8). Less than 1% indicated a preference

for master's level work even though most student personnel work is currently done at this level.

Table 4 shows that the respondents generally favored the Doctor of Philosophy degree in preference to the Doctor of Education degree, but not significantly. In terms of numerical ranking, the mean ranks were as follows: Ph.D. (1.336); Ed.D. (1.686); and Doctor of Arts (2.559) (Table 9). While the Doctor of Philosophy degree is most popular, there is a clear indication that the Doctor of Arts degree is growing in popularity as an alternative, especially for college teaching.

A majority <u>disagree</u> that doctoral dissertations should continue in the classical-traditional pattern (75%). They also feel that dissertations should <u>not</u> maintain a research-statistical orientation (56%) (Table 9). Very strong majorities feel that dissertations should allow for flexibility in form, style, and purpose (96%); may include such form as a new curricular design (89%); and should consider the needs and interests of the doctoral student (95%). Moreover, respondents generally indicated that all phases of doctoral programs should be suited to the individual.

Higher education programs are expected to prepare

people for the following positions as ranked: (1) Administrators, (2) Student personnel workers, (3) Researchers, (4) Faculty for Higher Education Programs, and (5) College Teachers. (Table 5). While student personnel workers rate favorably here, it is still unclear as to the manner in which they should be prepared educationally and/or professionally. The general reaction was one of indifference or neutrality when considering student personnel work a part of higher education programs as defined here. Apparently, the necessity of student personnel work is recognized, but its program setting is preferred to be in an adjunct or parallel department with higher education administration.

Of the five categories just mentioned, the "preparation of college teachers" received the lowest response (68.8%) as a function of higher education programs. The general feeling was that college teaching should be well-founded in one of the more common academic disciplines. Preference was indicated for higher education faculty to receive professional education and internship experience in the field of higher education.

Table 11 shows a clear preference for "scholarly" doctoral programs in higher education as opposed to those that are more noted for their "training" or "apprenticeship" approach.

However, it was implied that master's programs in student personnel work should reflect more of a "training" nature and doctoral programs in administration should have significant internship experiences. Design of programs to suit individual needs and interests was a prevalent recommendation.

When asked where higher education programs should be centered, the choices were ranked as follows: (1) Departments of Higher Education; (2) Interdisciplinary Studies (all-university), and (3) Schools of Education (no specific department). (Table 6). Departments of higher education and centers for higher education have slight preference over interdisciplinary all-university studies while least preference is indicated for schools of education to operationally oversee programs in higher education. Upon further analysis, it appears that an all-university approach is highly desired but, as of yet, unable to be effectively implemented. Crossing over departmental lines in the traditional university setting has long posed problems for an all-university approach. Nonetheless, such a basis is firmly recommended for higher education programs at the doctoral level.

Table 7 shows that the greatest influence on the planning and development of higher education programs in

general comes from the field of higher education itself. In descending order of influence, we should look to the experts in the field, society (contemporary issues), students in higher education, and related disciplines as other influences that affect program development in higher education. Those that selected society generally polarized insofar as they either rated it first or last in importance. On the other hand, those who selected students tended not to rate their importance first or last, but rather in an intermediate position.

The actual program content that is recommended for higher education is analyzed in Table 2. It soon becomes apparent that there is a dichotomy in the thinking that applies to the general categories of administration as opposed to student personnel work. Higher percentages chose the "Not Essential" column for student personnel work. Generally, the weakest response came to specific items in student personnel work, the smallest responding to "Youth Culture", and the greatest number responding to "Organization and Administration."

Using a weight-scale /1-10/, it is shown that greatest preference is for such elements as Research Problems in

Higher Education [6.22]; Program (Curriculum) Planning [6.09]; Internships [7.00]; and Student personnel laboratory/internships [6.47]. Throughout the responses there was a major indication for internship/apprenticeship experiences in both administration and student personnel areas.

Some strong rejection was indicated for such elements as Instructional Communications (19%); Physical Plant Planning (12%); and Public Administration (10%). In the area of student personnel services, strong rejection was indicated for Discipline (19%); Student Union (21%); Youth Culture (17%), and Student Group Advising (15%). However, due to the varying number of responses to each program element, it is necessary to analyze Table 2 more closely in making critical judgments.

Program elements that may be considered somewhat useful include educational law, finance and business affairs, historical and developmental aspects of higher education, adult and continuing education, computer/data processing, and evaluation and measurement. More support is given to such program elements as educational leadership, general administration, two-year colleges, statistics, educational philosophy, and educational psychology. The greatest interest was indicated for internships, research problems, and curriculum planning.

In student personnel work, moderate attention was indicated for organization and administration, theory and principles, guidance (individual and group), and youth culture. More support is given to counseling and the college student. The greatest interest was indicated for laboratory/ internship experiences.

ANALYSIS OF OPINIONS

The range and type of comments that were received proved to be very interesting and revealing. While it was not an original purpose of this study to present such comments, a representative sample is presented here since it adds further insight about the respondents and the field of higher education.

Many felt that questions were too specific inasmuch as they required a firm commitment or response. It was "hard to answer and had a tendency to dichotomize." "Many statements are in absolutes---I resent questionnaires because they distort reality." "The form didn't allow me to present my opinions." However, a majority of those who responded did include personal comments of which most appear to be valid. For example, question number seven was often declared to be vague.

One distinguished professor emeritus claimed, "I have always considered a study based upon opinions one of the least valuable types of research." Another professor commented that those who conducted the study lacked his knowledge of sophisticated programs and said, "I don't see

much significant information possible from this survey." Others said, "Consensus is the best thing we need more of now." "Good start! Badly needed." "Looks like an interesting study." "Your questionnaire is very thoughtful and suggestive, and should evoke answers that will be helpful . . ." "Excellent study!"

Other comments include: "Your study included many areas of concern that those of us in administrative positions in higher education need to be aware of--and in many cases retrained." A higher education department chairman wrote, "I am getting thoroughly sick of filling out questionnaires from people who seem to find morality in consensus . . . please stay out of the business." A dean responded, "I appreciate the opportunity to respond to this questionnaire and feel that the focus of the inquiry is vital."

One professor of higher education wrote, "Looks good to me . . . thanks for the privilege." A director of international programs said, "Your results will be useful to us." An irate professor asked, "Did you pre-test this gem?" to which a belated reply is, "Yes." Another professor asked a friend to respond to the questionnaire or "chuck it." Most

implied that they were "interested" and that the work entailed a "good study."

The area of student personnel work received most negative comments. "Much too much emphasis on student personnel." "Guidance belongs in high school." "Not applicable!" "All in one course." "I think this is an inflated field of dubious value; perhaps one course would take care of it." One of the few favorable comments was, "I approve of the inclusion of the student personnel area in the higher education courses. The two are so closely related that at times they are indistinguishable." Other comments in this area were either indifferent or neutral and admittedly "uninformed."

Referring to the existence of a field of higher education, some comments include: "/It/ does not exist--but does for colleges and universities." "It draws on other disciplines for most of its content." "I doubt if people should major in higher education per se." "Higher education is generic--not specific . . . it is primarily a SUPPORT program for all areas of a university." "A kind of synthetic field." "Higher education is a form of applied social science." "Success . . . will depend on the extent to which it can be

interdisciplinary from its inception to its implementation." In trying to decide whether a field of higher education existed, one professor wrote, "Yes and no, of course!"

To the extent that doctoral programs in higher education are "scholarly" and/or "training" by nature, the comments generally indicated "both." "I see no distinction." "Must be both." Suggestions concerning dissertations ranged from retaining their present status to outright rejection. They should have "usefulness for understanding and/or solving a problem." One professor warned that "a dissertation is not a psychiatric protocol."

"Deans and presidents should be chosen from teaching faculty . . . [with short courses one week to three months for newly appointed deans and presidents]." Also, it was commonly suggested that all aspects of two-year colleges and internships in higher education programs be included.

"College teaching belongs more profitably in a college of teacher education . . ." "No one can tell you what to do." "No university or program in higher education can serve all specialty areas in higher education." "Schools of education make us educators which faculty in the disciplines despise. Let's get out as soon as we can . . ." "How acceptable are

higher education doctorates to the majority of academic oriented faculty. I fear a problem."

While the questionnaire revealed a preference for departments of higher education as the setting for such programs, most respondents indicated a clear preference for integrated, all-university approaches limited only by resources and faculty capabilities.

One researcher commented, "My own preference is for a university-wide program in administration, bringing together people who may eventually go into hospital administration, school administration, public administration, business, or college administration . . . doctoral programs as they now exist prepare second-echelon functionaries in outmoded techniques for soon-past situations. I would disband all degree programs in 'higher education' administration in favor of post-appointment, short-term, training and continuing education."

General comments concerning doctoral programs in "higher education" include the following: "Integrate ways of conceptualizing." "They should have something to say--make sense out of H.Ed." "Should be relatively few formal courses--more seminars, directed study, and internships. Seek

presidents and deans for visiting appointments on faculty." "Must fit tradition and mores of the campus." "Higher education is a part of Education and should be studied as such." "Interdisciplinary studies in Education will not pay off until we have a scholarly discipline of Education." "Replace all course requirements with expectations of competence to be tested on the comprehensive exam, with courses available for those who need them." "We are trying to develop a doctoral program here." "You have no assurance we will all mean the same thing." "Internship work is among the best learning experiences." "Staff is difficult to come by--you develop a Mayhew or Brubacher--you don't hire them."

Some areas of higher education that are often overlooked include the following: history and philosophy of higher education, curriculum development, information systems, comparative education, learning theory, adult and continuing education, and consulting services. Higher education should also prepare people for the following types of positions: international higher education, institutional researchers, change agents, governmental and industrial positions (especially those outside the formal education system).

Other areas of concern for higher education programs

include: sociology of knowledge, social deviants, minority groups, social change, accreditation, welfare economics, student activism, faculty-personnel relationships, professional negotiations, case studies, college governance, group process, macro-economics, operational research, organizational theory, collective bargaining, and economics of education.

The most prevalent difficulty that this study revealed was the inept and inadequate mode of communication that presently exists in higher education and, indeed, education in general. The tendency to philosophize and carry on unmitigated rhetoric was generally common among faculty. Criticism of a positive and constructive nature was more prone to come from academic deans, vice-presidents and presidents. In general, those that responded took their task seriously in spite of inherent weaknesses in the questionnaire.

SYRACUSE UNIVERSITY

DEPARTMENT OF CIVIL ENGINEERING | 151 HINDS HALL | SYRACUSE, NEW YORK 13210

April 8,1970

Dear Professor Korn,

May we seek your cooperation in a project conducted for an evaluation seminar in Higher Education? Specifically, it is our intent to formulate an original doctoral program design (in Higher Education) based on the results of the enclosed questionnaire which was created to elicit personal responses in the light of professional background and related experience.

The questionnaire was designed for your immediate response requiring only several minutes of your time. Your responses will be kept confidential and will not be interpreted as being representative of your institution. A copy of the results will be forwarded if you so indicate on the questionnaire.

In order to be included in this survey, it is essential that your completed questionnaire be received by us no later than May 1,1970.

For convenience, a postage paid reply envelope is enclosed.

We thank you in advance for consideration of this request and sincerely await your response.

Respectfully,

Arthur L. Jansen
Robert S. Palinchak
Joseph P. Kane
Doctoral Candidates

Enclosures

HIGHER EDUCATION PROGRAM INVENTORY

1. The field of Higher Education may include:*

___(1) Administration
___(2) Student Personnel Work
___(3) Research
___(4) College Teaching
___(5) All of the Above
___(6) Other (list)_____

* CHECK WHICH OF THESE YOU ARE INCLUDING AS YOU RESPOND TO THE QUESTIONNAIRE

2. Consider yourself a program planner in the field of Higher Education. Give one response (0-10) to each of the following program "elements" adding others to the list as you deem necessary. These characteristics are not necessarily intended to be course titles although they may form areas of interest about which courses, seminars, and individual learning experiences are developed.

DEBATABLE implies uncertainty about the element in question.

WEIGHT FACTOR: 1 to 10 for "DEBATABLE" or "ESSENTIAL" where the weight represents the academic time, effort, and resources of both faculty and students in the particular program element. [10 implies approximately one year's effort; 5- half a year or approximately one semester; 2- about half of one semester; 1- a minimum of time and effort, and so forth from 1 to 10]. Hence, any selection in the "NOT ESSENTIAL" column should infer no effort or time and accordingly be rated 0 .

PROGRAM ELEMENT	(0) NOT ESSENTIAL	(1-10) DEBATABLE	(1-10) ESSENTIAL
(1) Educational (College) Law	___	___	___
(2) Finance and Business Affairs	___	___	___
(3) History and Development	___	___	___
(4) Educational Leadership	___	___	___
(5) Physical Plant Planning	___	___	___
(6) Public Relations	___	___	___
(7) Community Relations	___	___	___
(8) Research Problems in Higher Education	___	___	___
(9) Program (Curriculum) Planning	___	___	___
(10) Academic Administration	___	___	___
(11) Public Administration	___	___	___
(12) General Admin., Supervision, and Organization	___	___	___
(13) Two-Year College (Administration and Development)	___	___	___
(14) College Teaching	___	___	___
(15) Trends in Higher Education	___	___	___
(16) Adult and Continuing Education	___	___	___
(17) Statistics	___	___	___
(18) Computer/Data Processing	___	___	___
(19) Internship	___	___	___
(20) Instructional Communications	___	___	___
(21) Evaluation and Measurement	___	___	___
(22) Educational Philosophy	___	___	___
(23) Educational Psychology	___	___	___

Continued

PROGRAM ELEMENT	(0) NOT ESSENTIAL	(1-10) DEBATABLE	(1-10) ESSENTIAL
(24) Student Personnel Work			
Organization and Administration	___	___	___
Theory and Principles	___	___	___
Admissions	___	___	___
Financial Aid	___	___	___
Residence	___	___	___
Discipline	___	___	___
Guidance	___	___	___
Counseling	___	___	___
Special Groups	___	___	___
Laboratory/Internship	___	___	___
The College Student	___	___	___
Student Group Advising	___	___	___
Youth Culture	___	___	___
Student Union	___	___	___
(25) Other (list)_____	___	___	___
_____	___	___	___
_____	___	___	___

3. A program in Higher Education should undertake to study: (Check one)

____(1) Four-year colleges and universities
____(2) Two-year colleges
____(3) Both (1) and (2)

4. Doctoral programs in Higher Education could lead to several degrees. Indicate your preference by ranking the following 1-2-3, etc.

____(1) Doctor of Education
____(2) Doctor of Philosophy
____(3) Doctor of Arts
____(4) All of the above
____(5) Other _____

5. A Higher Education program should prepare: (Check those that apply)

____(1) Administrators
____(2) Student Personnel Workers
____(3) College Teachers
____(4) Researchers
____(5) Faculty for Higher Education programs
____(6) Other _____

6. A program in Higher Education should be centered in which of the following: (Rank your responses 1-2-3, etc.)

____(1) Interdisciplinary Studies (All university)
____(2) Department of Higher Education
____(3) School of Education (No specific department)
____(4) Other _____

7. As influences on purpose and planning in the development of Higher Education, what is the importance of the following sources:
(Rank your responses 1-2-3, etc.)

____(1) Students in Higher Education
____(2) Experts in the Field
____(3) The Field (Higher Education)
____(4) Related Disciplines
____(5) Society (Contemporary issues)
____(6) Other _____

8. Would you prefer a Higher Education program at: (Check one)

____(1) Master's Level
____(2) Doctoral Level
____(3) Both (1) and (2)

9. Doctoral Dissertations:

Agree	Disagree	
____	____	(1) Should continue in the classical-traditional pattern.
____	____	(2) Should maintain research-statistical orientation.
____	____	(3) Should allow for flexibility in form, style, and purpose.
____	____	(4) May include such form as a new curricular design.
____	____	(5) Should consider the needs and interests of the doctoral student.
____	____	(6) Other_____

_____

_____

10. Do you feel that there is a specific body of knowledge which is identified with Higher Education as a field of study?

____ Yes
____ No

11. Some doctoral programs may wish to emphasize their "scholarly" nature while others may wish to be noted for their "training" or apprenticeship approach. From the following scale (1-4) select the number that best describes your recommendation for each of the two orientations:

(1) Maximum emphasis
(2) Much emphasis
(3) Some emphasis
(4) Little emphasis

____(a) "Scholarly" approach
____(b) "Training" (Apprenticeship) approach

The following space is provided for your general comments and criticism with reference to this study.

Do you wish to receive a report of the results of this survey?

____ Yes
____ Not necessary

RSP
JPK
ALJ

Name_____

Position_____

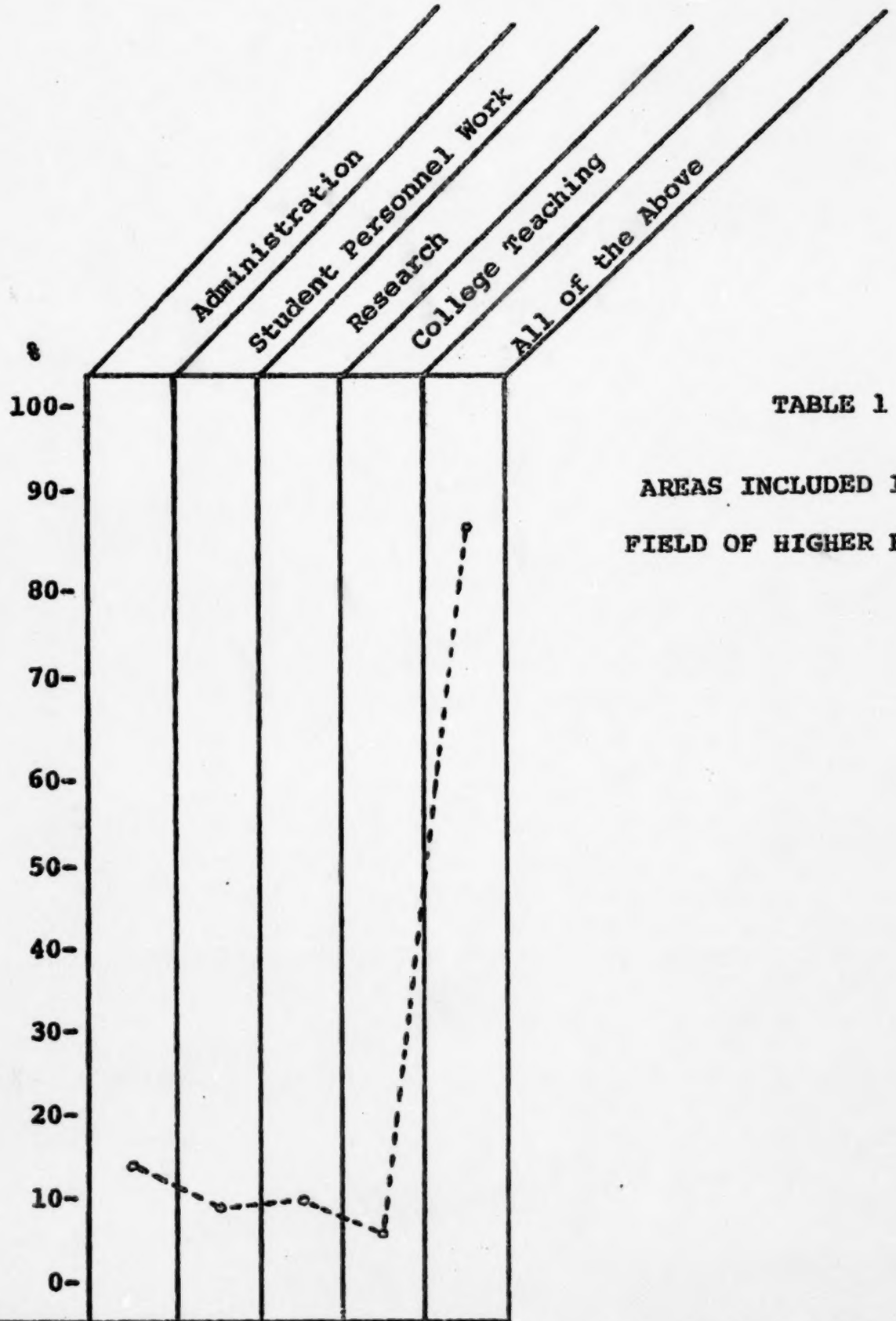
Institution_____

Address_____

_____

Date_____

Please return this questionnaire to: Arthur L. Jansen, 106 Hinds Hall,
Syracuse University, Syracuse, N.Y., 13210



	Administration	Student Personnel Work	Research	College Teaching	All of the Above
Percent	13	9.2	10	6.1	86.1
Frequency	17	12	13	8	112

TABLE 1

AREAS INCLUDED IN THE FIELD OF HIGHER EDUCATION

130 people (92.2%) responded to this question

TABLE 2

PROGRAM ELEMENTS	n N=141	Mean and % Distributions (% in parentheses) Not Essential (zero: 0)	Debatable (1-10)	Essential (1-10)
1. Educational (College) Law	133 (94.3)	(5)	2.83 (40)	4.03 (55)
2. Finance and Business Affairs	134 (95)	(2)	3.83 (21)	5.35 (77)
3. History and Development	133 (94.3)	(1)	3.90 (16)	5.27 (83)
4. Educational Leadership	131 (92.9)	(9)	4.21 (26)	5.38 (65)
5. Physical Plant Planning	132 (93.6)	(12)	2.95 (42)	3.72 (46)
6. Public Relations	132 (93.6)	(5)	2.70 (43)	3.88 (52)
7. Community Relations	130 (92.2)	(3)	3.18 (39)	4.13 (58)
8. Research Problems in Higher Ed.	133 (94.3)	(2)	5.16 (14)	6.22 (84)
9. Program (Curriculum) Planning	134 (95	(3)	4.82 (12)	6.09 (85)
10. Academic Administration	133 (94.3)	(3)	4.71 (18)	5.85 (79)
11. Public Administration	127 (90)	(10)	3.52 (49)	4.77 (41)
12. General Administration, Supervision & Organization	128 (90.7)	(9)	3.80 (31)	5.12 (60)

(Continued)

TABLE 2 PROGRAM ELEMENTS	n N=141	Mean and % Distributions (% in parentheses) Not Essential [zero: 0]	Debatable [1-10]	Essential [1-10]
13. Two-Year College (Administration and Development	132 (93.6)	(5)	4.29 (25)	5.01 (70)
14. College Teaching	135 (95.7)	(8)	4.12 (25)	5.80 (67)
15. Trends in Higher Education	129 (91.5)	(2)	3.59 (21)	4.92 (77)
16. Adult and Continuing Educ.	135 (95.7)	(4)	3.67 (42)	4.03 (54)
17. Statistics	135 (95.7)	(7)	4.64 (26)	5.44 (67)
18. Computer/Data Processing	133 (94.3)	(6)	4.28 (36)	4.74 (58)
19. Internship	134 (95)	(6)	5.12 (25)	7.00 (69)
20. Instructional Communications	127 (90)	(19)	4.25 (45)	3.87 (36)
21. Evaluation and Measurements	133 (94.3)	(7)	3.76 (35)	4.72 (58)
22. Educational Philosophy	134 (95)	(5)	3.34 (22)	5.36 (73)
23. Educational Psychology	135 (95.7)	(8)	4.00 (33)	5.33 (59)
STUDENT PERSONNEL WORK				
24. Organization & Administration	129 (91.5)	(5)	3.81 (16)	4.73 (79)

(Continued)

TABLE 2 PROGRAM ELEMENTS	n N=141	Mean and % Distributions (% in parentheses) Not Essential [zero: 0]	Debatable [1-10]	Essential [1-10]
Student Personnel Work (Continued)				
25. Theory and Principles	125 (88.6)	(5)	2.82 (17)	4.72 (78)
26. Admissions	123 (87.2)	(11)	2.85 (32)	3.04 (57)
27. Financial Aid	123 (87.2)	(13)	2.87 (31)	2.93 (56)
28. Residence	124 (87.9)	(15)	2.75 (35)	2.85 (50)
29. Discipline	124 (87.9)	(19)	2.68 (33)	3.15 (48)
30. Guidance	122 (83.7)	(11)	3.00 (30)	4.62 (59)
31. Counseling	124 (87.9)	(7)	3.17 (24)	5.38 (69)
32. Special Groups	117 (82.2)	(22)	2.95 (34)	3.75 (44)
33. Laboratory/Internship	123 (87.2)	(11)	3.47 (23)	6.47 (66)
34. The College Student	123 (87.2)	(10)	3.09 (18)	5.06 (72)
35. Student Group Advising	119 (84.4)	(15)	3.29 (33)	2.98 (52)
36. Youth Culture	115 (81.5)	(17)	2.92 (31)	4.49 (52)
37. Student Union	120 (85.1)	(21)	2.51 (37)	3.20 (42)

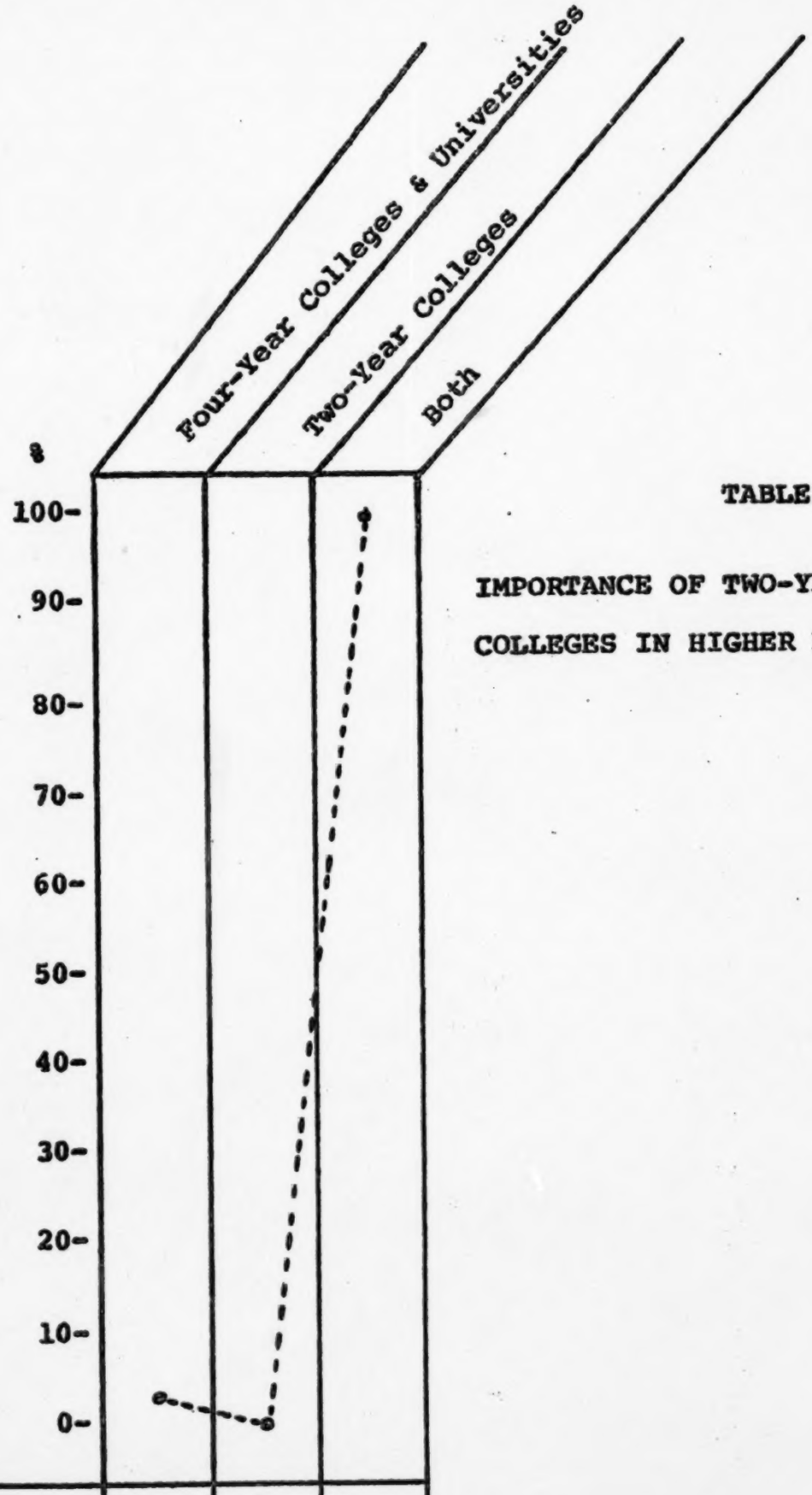


TABLE 3

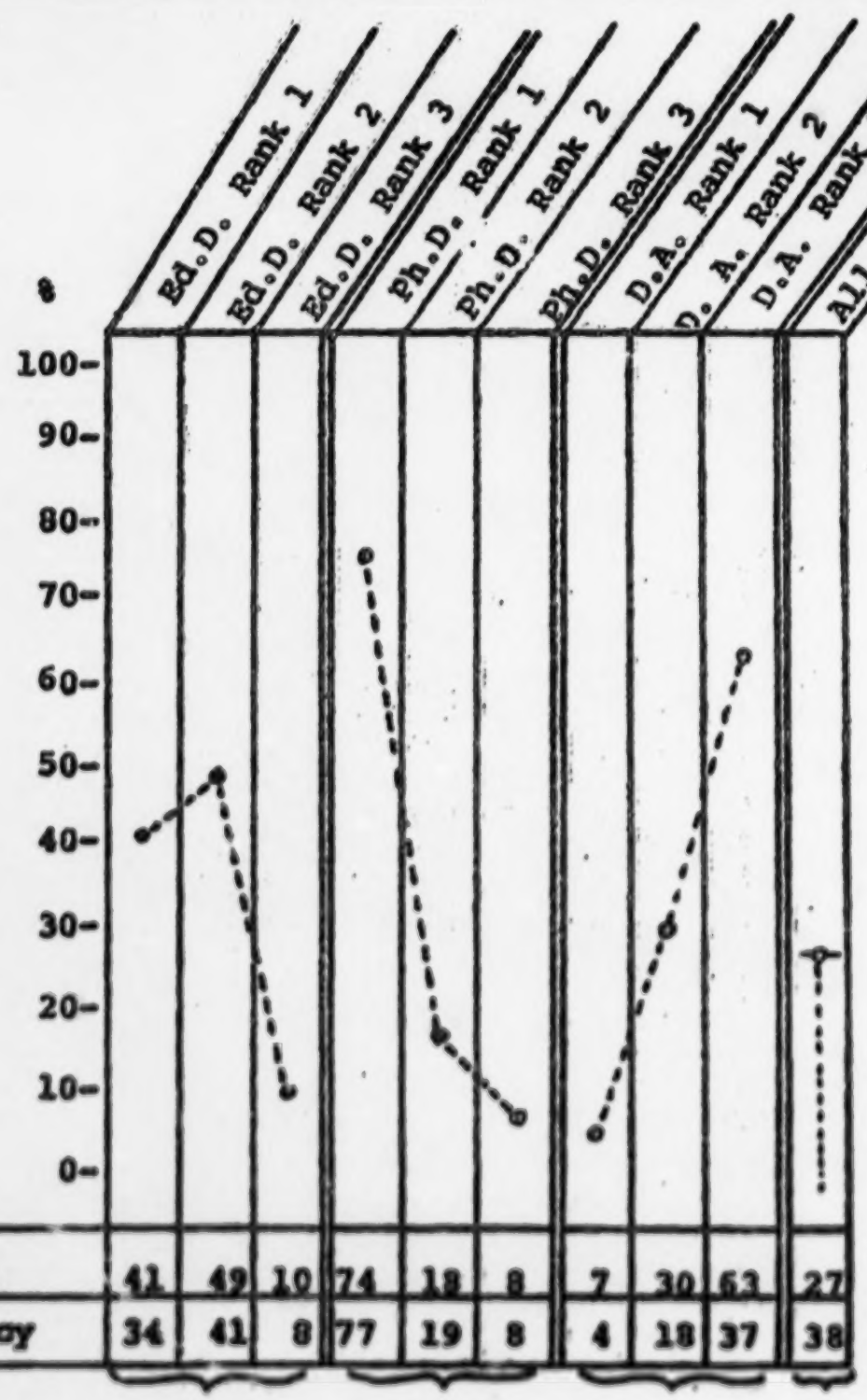
IMPORTANCE OF TWO-YEAR AND FOUR-YEAR COLLEGES IN HIGHER EDUCATION PROGRAMS

	Four-Year Colleges & Universities	Two-Year Colleges	Both
Percent	3	0	97
Frequency	5	0	133

n = 138 (97.8% Response)

TABLE 4

DEGREE PREFERENCE IN HIGHER EDUCATION PROGRAMS



Percent	41	49	10	74	18	8	7	30	63	27
Frequency	34	41	8	77	19	8	4	18	37	38

n =	83 (59.7%)	104 (74.8%)	59 (42.4%)	38 (27%)

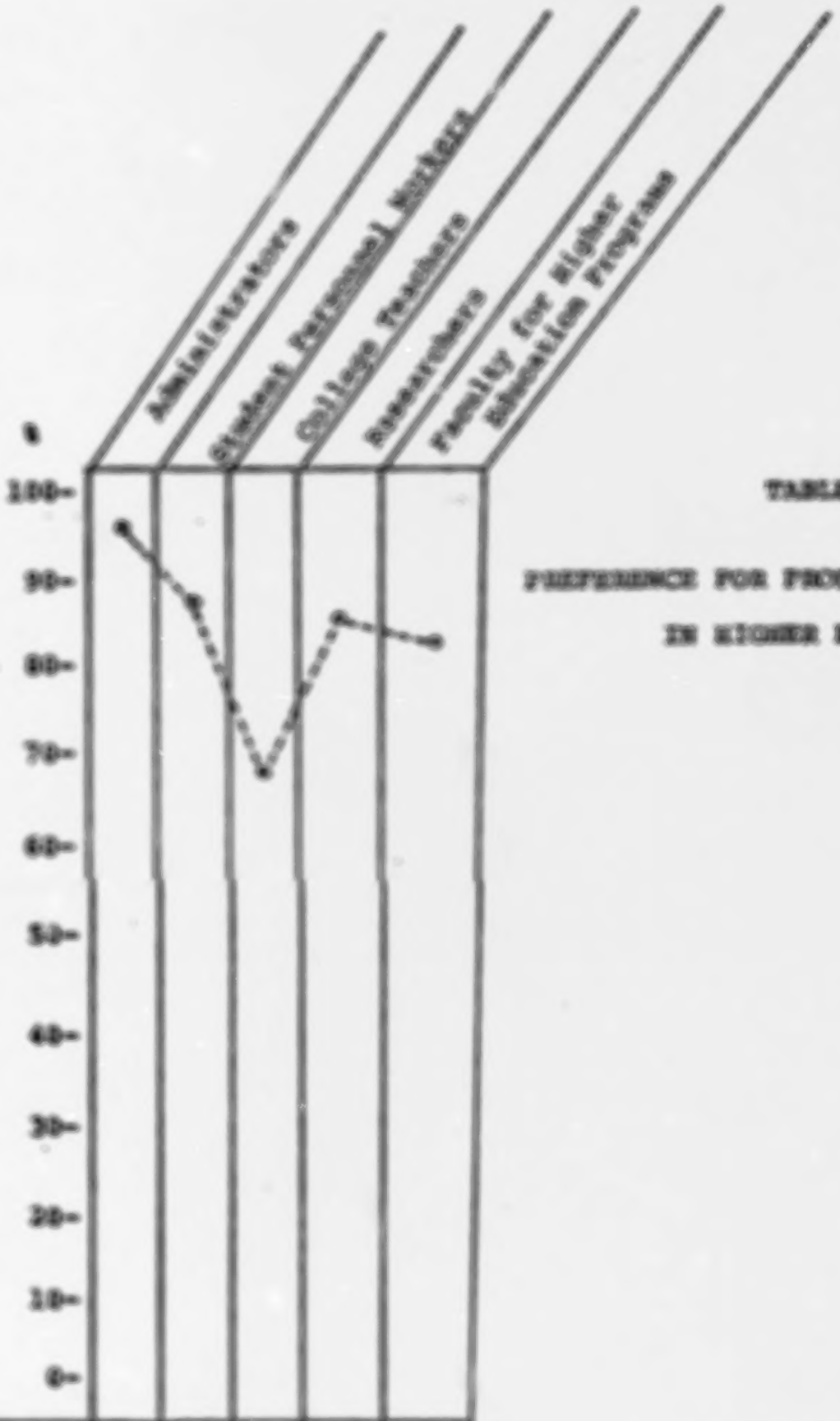
Mean Rank

Ph.D. (1.336)

Ed.D. (1.686)

D.A. (2.559)

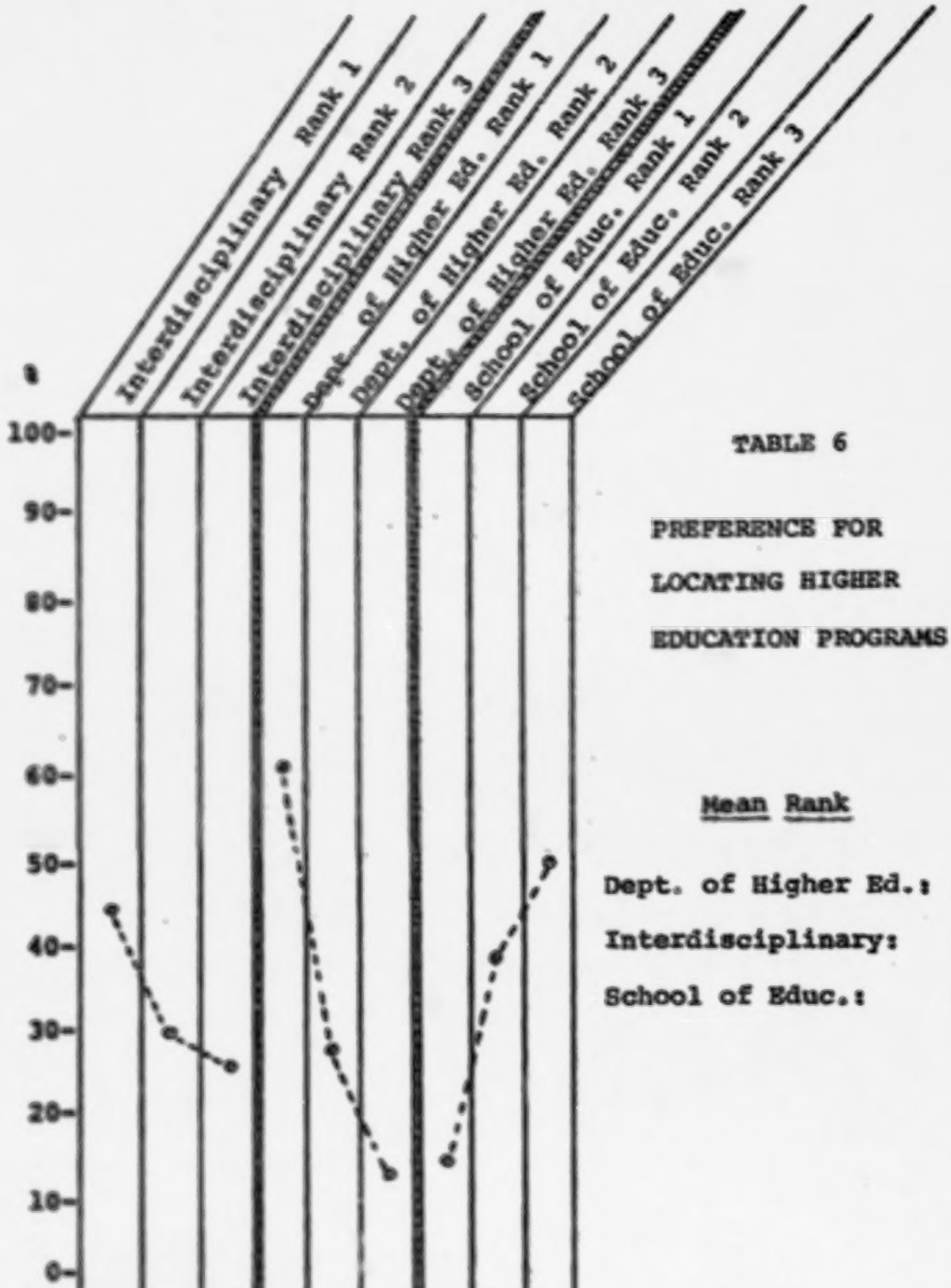
N = 139 (98.6% Response)



Percent	95.7	87.9	68.8	85.1	82.2
Frequency	135	124	97	120	116

TABLE 5

PREFERENCE FOR PROFESSIONAL POSITIONS IN HIGHER EDUCATION



Percent	44	30	26	61	27	12	13	37	50
Frequency	46	31	27	73	32	14	11	30	41

n = 104 (77%) 119 (88.1%) 82 (60.7%)

TABLE 6

PREFERENCE FOR LOCATING HIGHER EDUCATION PROGRAMS

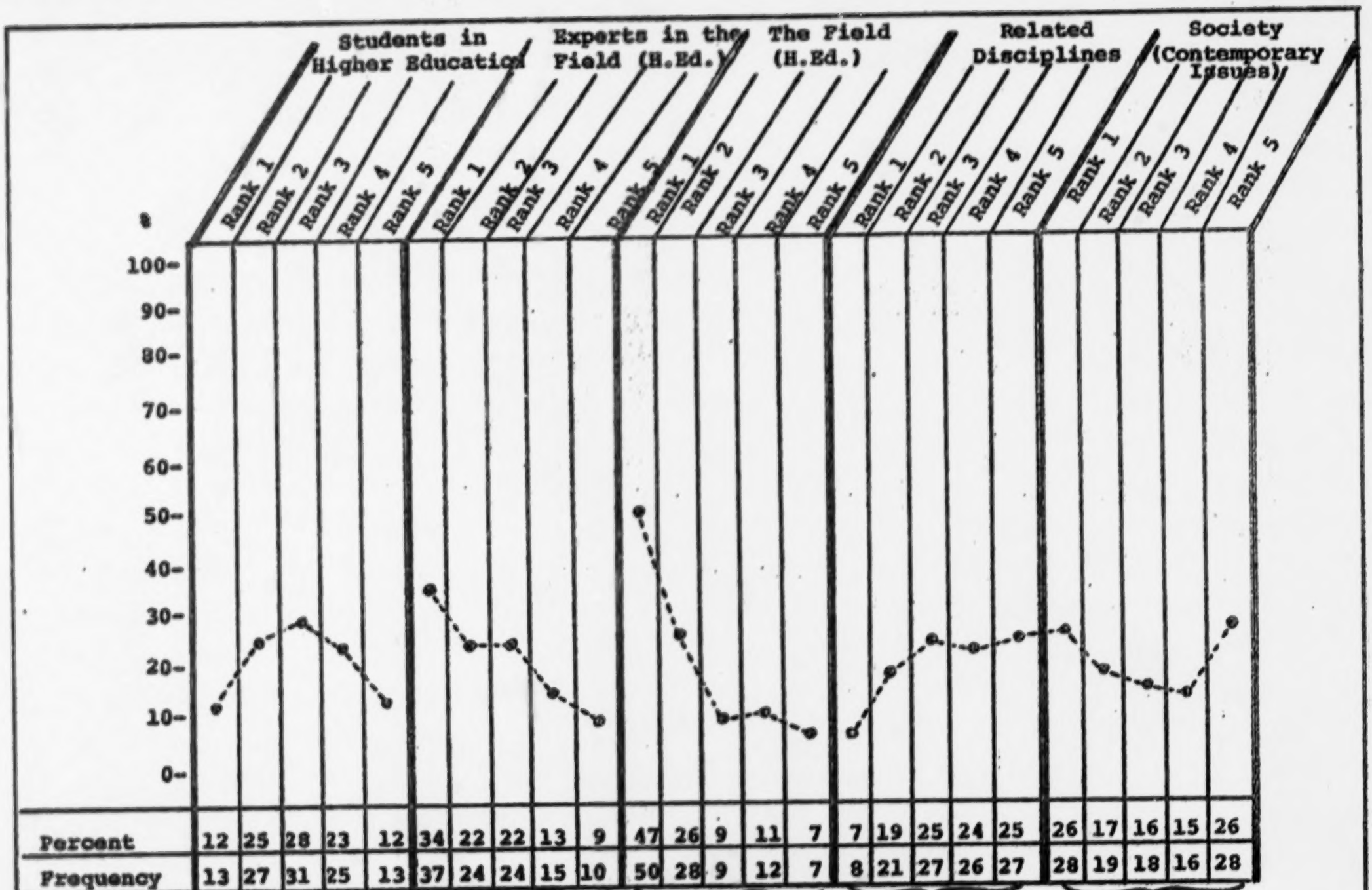
Mean Rank

Dept. of Higher Ed.: (1.504)

Interdisciplinary: (1.817)

School of Educ.: (2.365)

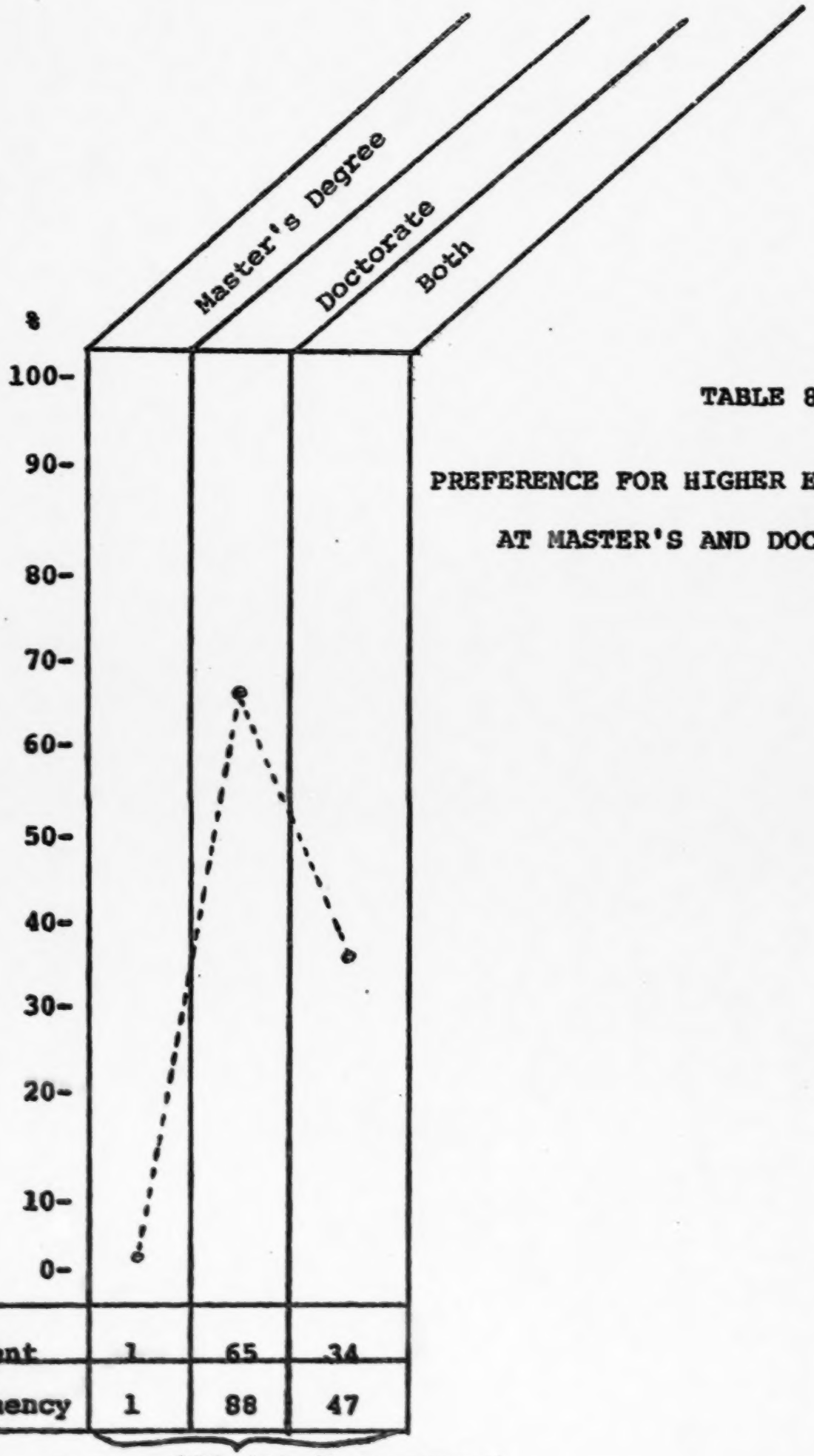
N = 135 (95.7% Response)



Percent	12	25	28	23	12	34	22	22	13	9	47	26	9	11	7	7	19	25	24	25	26	17	16	15	26
Frequency	13	27	31	25	13	37	24	24	15	10	50	28	9	12	7	8	21	27	26	27	28	19	18	16	28

n =	109 (77.3%)	110 (78%)	106 (75.2%)	109 (77.3%)	109 (77.3%)
Mean Ranks:	2.981	2.427	2.037	3.394	2.972

TABLE 7 SOURCES OF INFLUENCE ON PROGRAMS OF HIGHER EDUCATION



Percent	1	65	34
Frequency	1	88	47

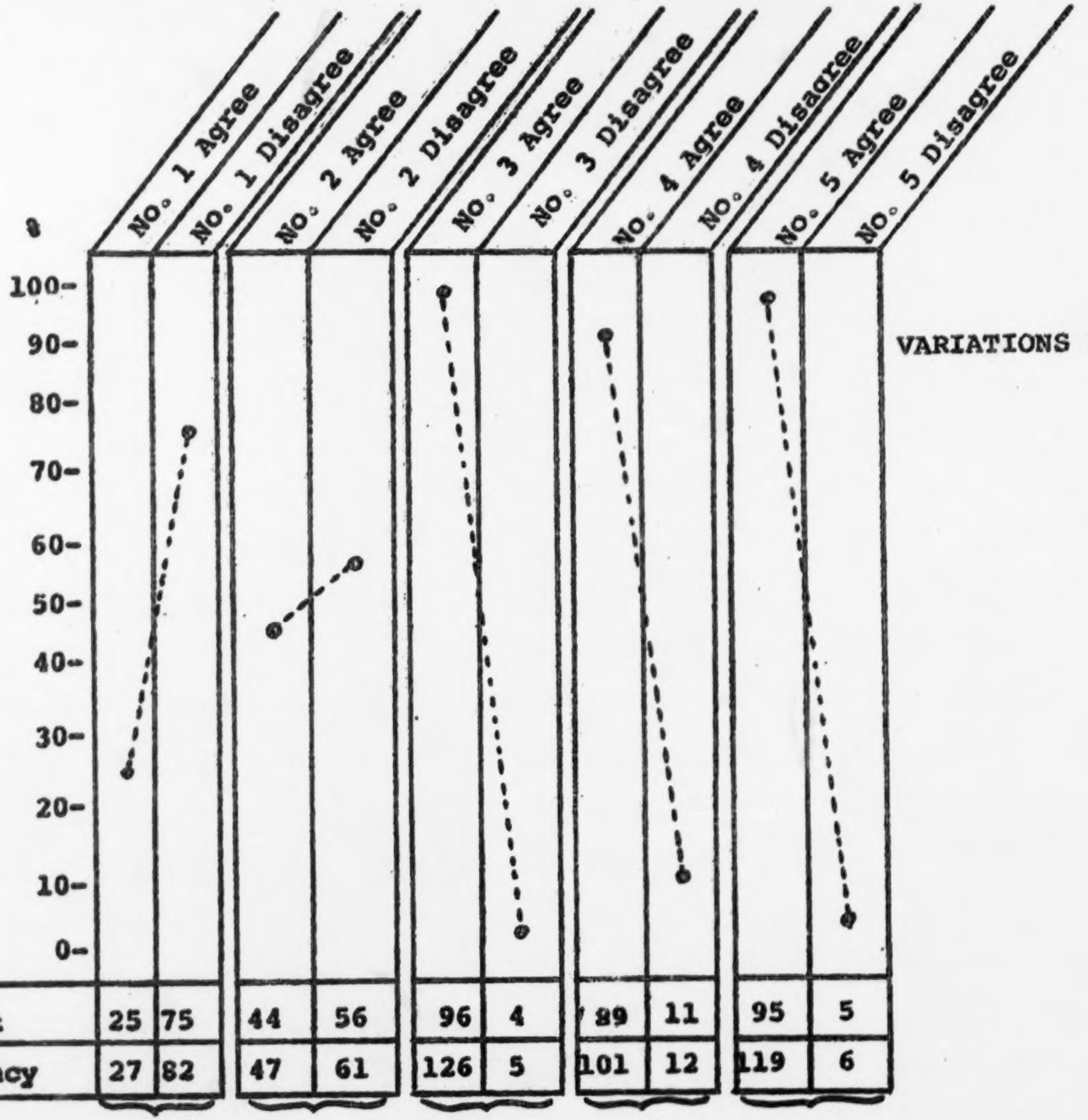
n = 136 (96.4% Response)

TABLE 8

PREFERENCE FOR HIGHER EDUCATION PROGRAMS AT MASTER'S AND DOCTORAL LEVEL

TABLE 9

VARIATIONS IN DOCTORAL DISSERTATIONS



Percent	25	75	44	56	96	4	89	11	95	5
Frequency	27	82	47	61	126	5	101	12	119	6
n =	109		108		131		113		125	
	(77.3%)		(76.6%)		(92.9%)		(80.1%)		(88.6%)	

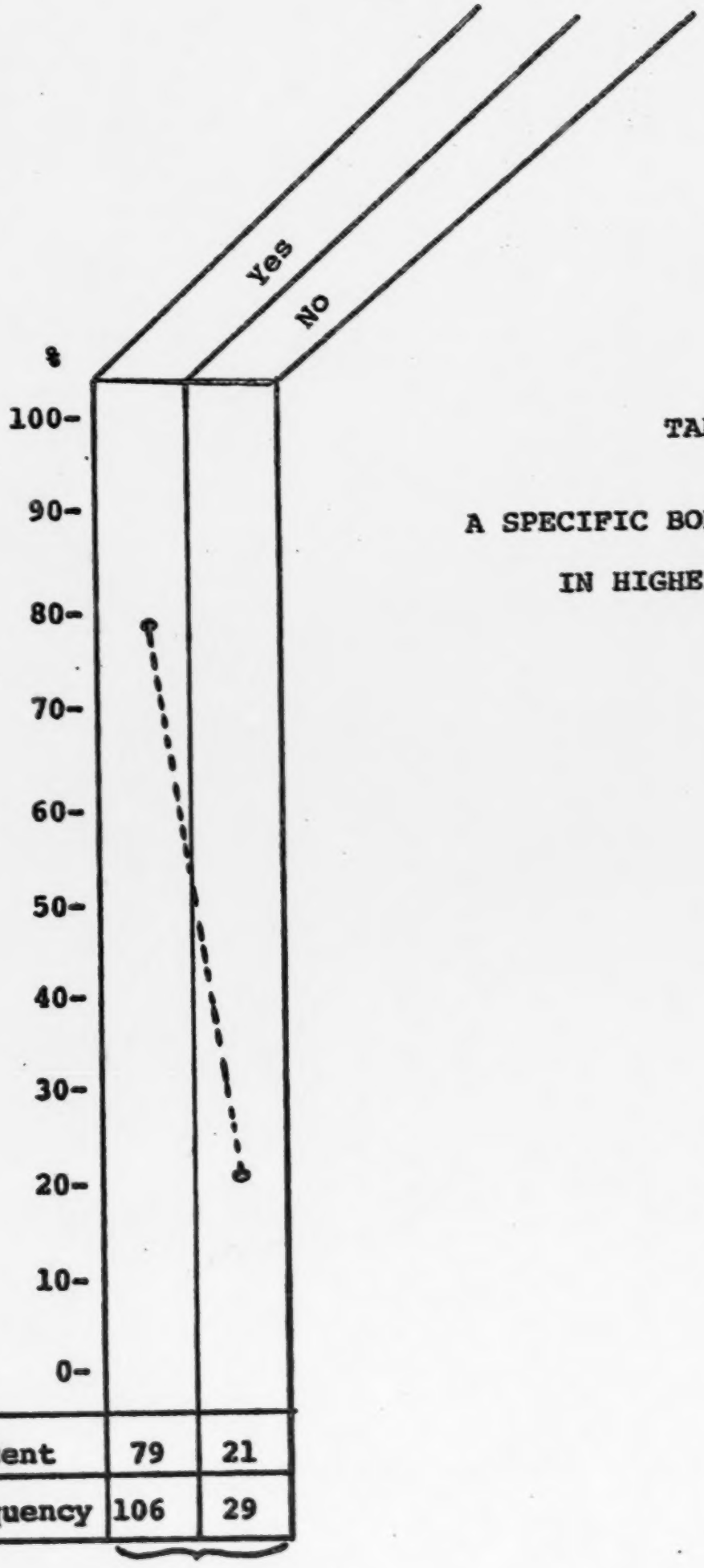


TABLE 10

A SPECIFIC BODY OF KNOWLEDGE

IN HIGHER EDUCATION

Percent	79	21
Frequency	106	29

n = 135 (95.7%)

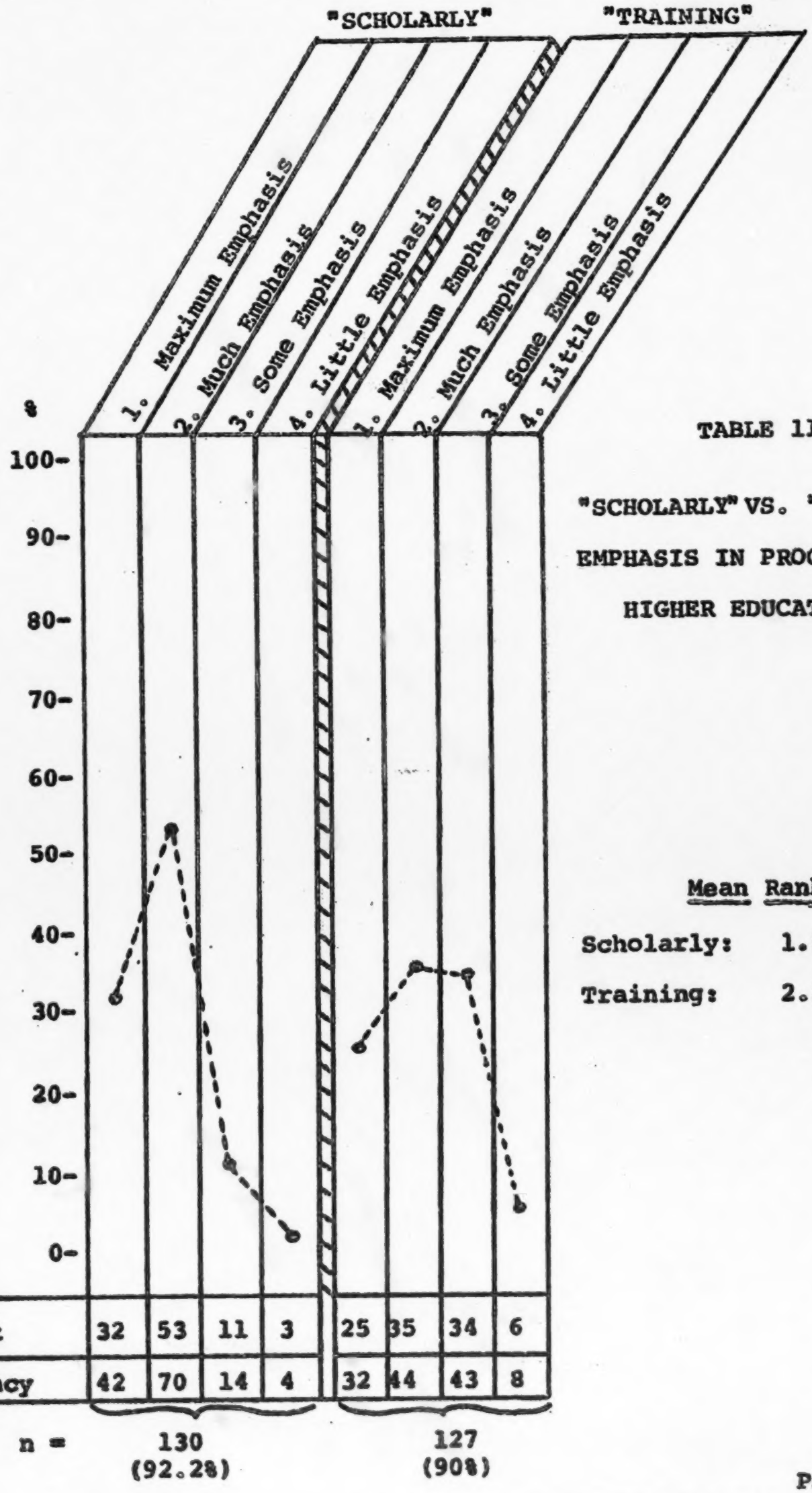
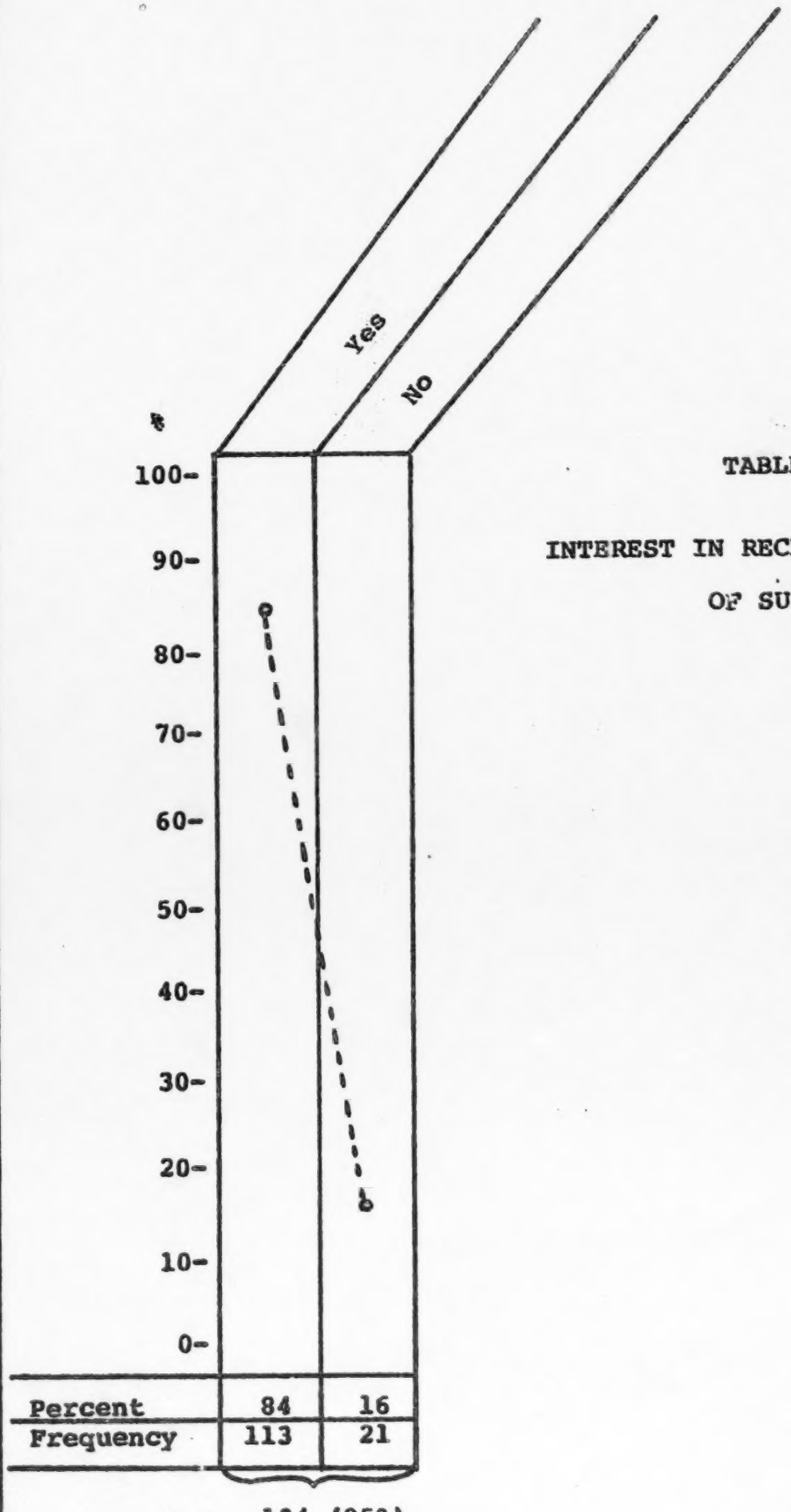


TABLE 11

"SCHOLARLY" VS. "TRAINING" EMPHASIS IN PROGRAMS OF HIGHER EDUCATION

	Mean Rank
Scholarly:	1.846
Training:	2.212



Percent	84	16
Frequency	113	21

n = 134 (95%)

TABLE 12

INTEREST IN RECEIVING RESULTS OF SURVEY

LIST OF RESPONDENTS*

*Selected from American Association For Higher Education, List of Faculty Members Teaching Courses in Higher Education, Washington, D.C., October 1969.

Ahrnsbrak, Henry C.	Professor of Educational Administration University of Wisconsin, Madison
Alciatore, Robert T.	Director of Higher Education Oklahoma State University
Anderson, Daniel W.	Assistant Dean University of Wisconsin, Madison
Anderson, Duane	Assistant Professor, University of Iowa
Anderson, G. L.	Distinguished Professor Emeritus Penn. State University
Anderson, Kenneth E.	Professor of Higher Education University of Kansas
Anderson, Waldo	Associate Professor University of Arizona
Annello, Michael	Director, Program of Higher Education Boston College
Atkinson, Gene	Associate Dean, University of Houston
Austin, C. Grey	Editor, "Journal of Higher Education"
Beitzel, Richard E.	Academic Vice President Bemidji State College
Black, Bernard R.	Professor of Higher Education University of Miami
Brick, Michael	Professor of Higher Education Teachers College, Columbia University
Bulger, Paul	Professor of Educational Administration S.U.N.Y. at Albany
Caldwell, Oliver	Professor Southern Illinois University, Carbondale
Carter, Robert E.	Assistant Director for Master Planning Illinois Board of Higher Education

Casebeer, Arthur L.	Professor of Education Southern Illinois Univ., Carbondale
Chambers, M. M.	Professor of Educational Administration Illinois State University, Normal
Clark, James	Graduate Assistant, Wayne State Univ.
Cohen, Arthur M.	Assistant Professor University of California, Los Angeles
Colmay, James W.	Deputy Director CEMREL, Inc., St. Louis, Missoui
Cook, Joseph B.	Assistant Professor Florida Atlantic University
Cooper, Jack H.	Professor of Higher Education Washington State University
Cope, Robert	Professor, University of Washington
Crane, Robert M.	Professor, University of Illinois Chicago Circle
Crawford, C. L.	Director of Graduate Studies Florida Atlantic University
Dahle, Thomas	Coordinator, Department of Higher Ed. University of Oregon
D'Amico, Louis A.	Director of Research & Development Northeastern Illinois State College
Deno, L. M.	Professor, University of Notre Dame
Dewey, Mary E.	Professor, Syracuse University
Dorr, Laurence A.	Assistant Dean, Central Michigan Univ.
Dressel, Paul	Director of Institutional Research Michigan State University
Duncan, M. G.	Professor of Administration University of Alabama
Duryea, E. D.	Acting Chairman, Higher Education Dept. S.U.N.Y. at Buffalo
Eberle, August W.	Professor of Education Indiana University
Eckert, Ruth E.	Professor of Higher Education University of Minnesota
Ellis, Harlan R.	Research Associate Horace Mann-Lincoln Institute

Ellis, Robert B.	Associate Professor University of Mississippi
Fahey, George L.	Chairman of Higher Education University of Pittsburgh
Faust, Clarence	Retired, 520 Baughman Avenue Claremont, California 91711
Fawley, Paul E.	Professor of Educational Administration University of Utah
Fley, Jo Ann	Associate Professor, Univ. of Illinois
Fullagar, W. A.	Professor of Education, Univ. of Rochester
Giesecke, G. Ernest	Professor of Education, Univ. of Toledo
Gillie, Angelo P.	Associate Professor of Education Penn. State University
Gray, George	Assistant to the President Wisconsin State University, Whitewater
Guditus, C. W.	Director, Division of Educational Administration, Lehigh University
Harngartner, Carl A.	Professor of Education St. Louis University
Harris, Michael R.	Assistant Professor Claremont Graduate School of Education
Harris, Norman C.	Professor, Center for the Study of Higher Education, Univ. of Michigan
Hawley, John B.	Professor, Southern Illinois University Carbondale
Hefferlin, J. B.	Ellis L. Phillips Foundation
Hill, Warren	Director, Counseling Center University of Pittsburgh
Hornback, Ray	Vice President, Morehead State Univ.
Hovet, Kenneth O.	Professor of Education University of Maryland
Ikenberry, Stanley	Professor, Center for the Study of Higher Education, Penn. State Univ.
Jenkins, William A.	Dean, Portland State University
Jenson, T. J.	Dean, Bowling Green State University

Johnson, W. H. E.	Chairman, Educational Foundations University of Pittsburgh
Kambe, Cameron	Head, Department of Teacher Education Western Michigan University
Kelly, Robert	Associate Professor, S.U.N.Y. at Albany
Kelsey, Roger B.	Professor of Higher Education University of Maryland
King, John E.	Chairman, Higher Education Southern Illinois Univ., Carbondale
Knapp, Royce H.	Professor of Higher Education University of Nebraska
Larsen, H. B.	Chairman, Higher Education University of Washington
Laughlin, Hugh	Professor, Ohio State University
Linnell, John	Academic Dean, Luther College
Lins, L. J.	Director of Research, Wisconsin Coordinating Council for Higher Education Division
Little, J. Kenneth	Professor of Education University of Wisconsin, Madison
Litton, Maurice L.	Professor of Education Florida State University
Lodahl, Thomas	Professor of Administration Cornell University
Logsdon, James D.	Professor of Education Florida Atlantic University
Lu, Gordon C.	Dean, Texas Tech. University
Lucas, Aubrey K.	Dean of Graduate School University of Southern Mississippi
MacLaren, Sharon	Instructor, Higher Education Wayne State University
Madsen, David	Professor of Higher Education University of Michigan
Martin, W. Howard	Professor of Education University of Connecticut

Hanover, Paul E.	Dean, School of Education University of Pittsburgh
Matthews, J. C.	Chairman, Division of Higher Education North Texas State University
Mayhew, Lewis B.	Professor of Education Stanford University
McClelland, Kenneth	Associate Professor, Department of Personnel & Guidance, Miami Univ.
Michelson, P. P.	Director, International Programs University of Wisconsin
Miller, James L.	Professor of Higher Education University of Michigan
Miller, John J.	Research Associate, West Virginia Univ.
Montgomery, Dillon	Vice Chancellor, Univ. of Pittsburgh
Moore, E. B.	Director, Jr. College Leadership Program Auburn University
Mumford, J. Kenneth	Professor of Education, Oregon State U.
Oakes, Keith E.	Professor of Higher Education Brigham Young University
O'Neill, Daniel J.	Professor of Higher Education St. Louis University
Pond, Frank B.	Associate Professor Catholic University of America
Peterson, Russell A.	Professor of Higher Education University of North Dakota
Pfeiffer, Allan O.	Professor of Higher Education University of Denver
Pierce, Truman M.	Dean, School of Education Auburn University
Proctor, Ralph	Professor of Higher Education San Francisco Valley State College
Salmon, Max E.	Professor of Higher Education Michigan State University
Sax, Saville	Professor, University of Maryland
Sedlacek, Frederick	Professor of Higher Education New York University

Reeves, Floyd W.	Distinguished Professor Emeritus Michigan State University
Roueche, John E.	Professor of Education, Duke Univ.
Russell, John Dale	Consultant Bureau of Institutional Research, Indiana University
Ryan, Charles O.	Head, Department of Educational Administration, Utah State Univ.
Samson, Harland E.	Professor, Curriculum & Instruction University of Wisconsin, Madison
Saunders, R.	Associate Dean of Education Auburn University
Schaefer, W. J.	Dean, Teachers College Columbia University
Scott, Donald G.	Dean, Bryon College
Seay, Maurice F.	Professor, Western Michigan University
Shaw, Jack	Professor of Student Personnel University of Northern Colorado
Sheffield, Edward	Professor of Higher Education University of Toronto
Sorvelle, Daniel J.	Professor of Higher Education University of Georgia
Splete, Allan P.	Assistant Dean for Academic Affairs Syracuse University
Stanbuck, W. H.	Professor of Administration Cornell University
Stickler, Hugh	Head, Department of Higher Education Florida State University
Stiles, Lindley J.	Professor of Education, Northwestern U.
Stoke, Harold W.	Sandisfield, Massachusetts 01255
Strouh, C. H.	Vice President for Student Affairs Slippery Rock State College
Stutz, F. H.	Department of Education, Cornell Univ.
Sussman, Herbert	President, Community College of Allegheny County
Swanson, E. O.	Professor of Education Penn. State University

Taylor, Thomas J.	Coordinator of Higher Education Catholic University
Tenney, Charles D.	Vice President Southern Illinois Univ., Carbondale
Thornton, James W., Jr.	Professor of Higher Education San Jose State
Tincher, Wilbur A.	Director of Educational Services Auburn University
Tollefson, Arthur L.	Professor of Education, Oregon State U.
Totaro, Joseph V.	Associate Executive Officer, Board of Governors of State Colleges & Universities, Springfield, Illinois
Troyer, Maurice E.	Chairman, Department of Higher Educ. Syracuse University
Ullman, Robert W.	Director, Office of Evaluation Ohio State University
Vaccaro, Louis	Academic Vice President Univ. of Portland
Van Riper, Paul P.	Professor of Public Administration Cornell University
Walton, John	Professor of Education Johns Hopkins University
Wattenberger, James	Director, Institute of Higher Educ. University of Florida
Willey, D. S.	Director, Educational Resource Center New Mexico State University
Wilson, Eugene H.	Vice President, Univ. of Colorado
Yauch, W. A.	Professor of Education Northern Illinois University
Young, Raymond J.	Staff Consultant, Arthur D. Little, Inc.
Zook, Mary S.	Dean of Freshmen University of Maine

*This list contains 135 respondents; 6 additional returns were unsigned.